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**Wiki #2**

**Annotated Bibliography**

1. White, E.L. & Gillard, S. (2011). Technology-Based Literacy Instruction for English Language Learners. *Journal of College Teaching & Learning. Volume* *8*(6), 1-5.

This article examines various technology-based solutions used to help promote English language acquisition. The study examines different group of students, one group undergoing instruction via a computer based system and the other group traditional teacher led instruction.

1. Daud, N. M. & Husin, Z. (2004). Developing critical thinking skills in computer-aided extended reading classes. *British Journal of Educational Technology. Volume* *35* (4), 477-48.

This is a study conducted to examine the extent to which students improve their critical thinking skill while using technology. The piece of technology used is a concordance. A concordance is computer program that gives the occurrences and frequency of given words in context. For one group of students, classes were held in the computer lab using the concordance and the control group did their research manually.

1. Lacina, J. (2004/2005). Promoting Language Acquisitions: Technology and English Language Learners. *Childhood Education. Volume 81* (2), 113-115.

This article gives a brief history of computer assisted instruction and the benefits of using technology with English Language Learners. It also includes interviews to teachers about their current technological practices.

1. Foulger, T. S. & Jimenez-Silva, M. (2009). Enhancing the Writing Development of English Language Learners: Teaching Perceptions of Common Technology in Project-Based Learning. *Journal of Research in Childhood Education. Volume 22* (2), 109-124.

This article studies the possibilities that technology may be able to provide an advantage in developing literacy skills of English Language Learners. The aim of the study is to explore students writing opportunities as the teacher added technology to the curriculum, investigate teachers’ perception about the use of technology, and to isolate teacher practices and environmental factors specific to technology use to enhance English Language Learners writing development.

1. Padron, Y. N. & Waxman, H.C. (1996). Improving the Teaching and Learning of English Language Learners through Instructional Technology*. International Journal of Instructional Media. Volume 23* (4), 341-354*.*

This article describes how technology impact English Language Learners. It also addresses the teacher’s role in the students’ use of technology in the classroom. In addition, it presents a case study in which it addresses the attempt of many teachers to integrate technology to their daily instruction.

1. Snyder, I. (1999). Literacy and technology studies: past, present, future. *ACER Research Conference October 1999: Improving Literacy Learning.* 1-16.

This article explores the connections between literacy, technology and learning. The research also investigates the influence of word processing on writing quality and revision strategies taking into consideration genre, different writing abilities, and student’s gender.